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## APPENDIX A

### CAHSEE School Site Testing Coordinator Survey



## School Name:

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7a. How does your school keep track of which students need to take each portion of the CAHSEE?

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7b. How does your school keep track of which students passed each portion of the CAHSEE?

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7c. How does your school identify students who transfer into your district and school?

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7d. What suggestions do you have for managing this process in the future?

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8a. What kind of facility did you use to administer the CAHSEE in Spring 2002?

- ☐ On-site classrooms  
☐ On-site large room (e.g., auditorium or gymnasium)  
☐ Off-site classrooms  
☐ Off-site large room (e.g., auditorium or gymnasium)  
☐ Not sure

8b. What kind of facility do you plan to use to administer the CAHSEE in Spring 2003?

- ☐ On-site classrooms  
☐ On-site large room (e.g., auditorium or gymnasium)  
☐ Off-site classrooms  
☐ Off-site large room (e.g., auditorium or gymnasium)  
☐ Not sure

9. What did you do to prepare proctors and monitors? (Mark all that apply.)

- ☐ No preparation  
☐ Conducted workshop  
☐ Distributed excerpts of the directions for test administrators  
☐ Developed step-by-step procedure  
☐ Described general requirements  
☐ Other (please specify) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

10. Did you take advantage of the option to have NCS pre-code answer sheets?

- ☐ No      ☐ Yes

11. Will you take advantage of the pre-coding option for the next administration?

- ☐ No      ☐ Yes      ☐ Not sure

12. What proportion of eligible students in each category do you estimate you tested?

	None	Fewer than Half	About Half	Most	All
English Learners (EL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Ed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. What accommodations (that did not fundamentally alter what the test measures) did you provide for:

- ☐ Large print versions  
☐ Test item enlargement  
☐ Braille transcriptions  
☐ Markers, masks, or other means to maintain visual attention  
☐ Reduced numbers of items per page  
☐ Audio or oral presentation (math only)  
☐ Verbal, written, or signed responses  
☐ Assistive devices and technologies that are regularly used during testing  
☐ Setting accommodation  
☐ Timing/scheduling accommodations

**14. What modifications did you provide:**

- ☐ Calculators for math
- ☐ Audio or oral presentation for E-LA
- ☐ Other (please specify) \_\_\_\_\_

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**15. What did you do with students who finished the first section early?**

- ☐ Had them go directly to the second section
- ☐ Had them stay in the room until the scheduled break
- ☐ Had them wait outside the room until the scheduled break
- ☐ Other (please specify) \_\_\_\_\_

**16. What did you do with students who had not finished by the break between sessions?**

- ☐ All students finished by the time scheduled for the break
- ☐ Delayed the break until all students had finished
- ☐ Had all students take the break and, if needed, finish the section after the break
- ☐ Had students who were not finished work through the break
- ☐ Moved students who were not finished to another room
- ☐ Other (please specify) \_\_\_\_\_

**17. What did you do with students who had not finished by the time lunch was scheduled?**

- ☐ All students finished by lunch
- ☐ Released students to lunch and had them come back to finish
- ☐ Had students work through lunch
- ☐ Other (please specify) \_\_\_\_\_

**18. Were any special education students unable to take the test even with accommodation or modification? Please describe the student who was affected and the conditions.**


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**19. What did students in other grades do during the administration of the CAHSEE?**

- ☐ Special school-wide activity
- ☐ Regular classes but revised schedule
- ☐ Regular classes and regular schedule
- ☐ Other (please specify) \_\_\_\_\_

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**20. What impact did the testing have on attendance of the other grades?**

- ☐ Higher attendance than normal
- ☐ No impact
- ☐ Lower attendance than normal

**21. How do you plan to use the results? (Mark all that apply.)**

- ☐ Guide individual counseling decisions
- ☐ Revise current courses
- ☐ Design remedial courses
- ☐ Other (please specify) \_\_\_\_\_

**22. What will you do differently for the next CAHSEE administration?**


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23. Describe your reactions to E-LA being tested over two days.

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24. Describe your reactions to using a single answer document for both E-LA and math.

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25. Describe any security-related concerns or issues you had with administering the CAHSEE.

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*Thank you for your cooperation.*



## APPENDIX B

### CAHSEE Principal Survey—Spring 2002



# California High School Exit Examination (CAHSEE) Evaluation Principal Longitudinal Sample Survey Spring 2002

Principal Name:

School Name:

**DIRECTIONS:** Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response.

## 1. Including the 2001-2002 school year, how many years...

...have you been  
a principal  
(or school-level  
administrator)?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

... were you  
a  
teacher?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

...have you  
worked in your  
present school?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

...have you  
worked in public  
schools?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

## 2. For the 2001-2002 school year:

How many  
teachers  
are on your  
staff?

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

What  
percentage of  
your teachers  
have taught at  
this school for 3  
years or more?

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

%

What percentage  
of your teachers  
have earned  
advanced degrees  
(i.e., beyond  
BA/BS)?

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

%

What percentage  
of your teachers  
are certified in the  
subject they are  
teaching?

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

%

## 3. Have there been any major staff or faculty changes in your school over the past three years? If so, please describe.

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## 4. What is your school's student-counselor ratio?

- ☐ less than 50:1  
☐ 50 to 100:1  
☐ 101 to 200:1  
☐ 201 to 300:1  
☐ greater than 300:1

## 5. Does your school have a test site coordinator?

- ☐ yes  
☐ no  
☐ Will have by \_\_\_\_\_  
date

## 6. What grades are taught at your school?

- ☐ 9th, 10th, 11th, 12th  
☐ 10th, 11th, 12th  
☐ 7th, 8th, 9th  
☐ Other (please specify) \_\_\_\_\_

7. Indicate the various specialty education programs offered by your school. (Mark all that apply; estimate percentage (%) of students who participate in each; and comment.)

<input type="radio"/> Remedial Courses	<input type="radio"/> Magnet Program	<input type="radio"/> Special Education	<input type="radio"/> Program for English Learners	<input type="radio"/> Multicultural/Diversity-Based	Comments:																																																																																																																																																																																																																												
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10. Have there been any changes in the student demographics and/or academic environment over the past three years (e.g., push for new programs - advanced or remedial, graduation or dropout rate, interest in college, school boundaries)? If so, please describe the program(s) and relevant timeframe.

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11. How would you describe the academic atmosphere of your school (e.g., rigor of the curriculum, staff's satisfaction with the curriculum, student motivation and effort, parental involvement, etc.)?

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12. How would you describe efforts across your school's faculty to support the E-LA and math teachers who must implement the CAHSEE standards (e.g., strategic planning, professional development, interdepartment collaboration, etc.)?

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13. How would you describe the education level of your students' parents? Estimate the overall average percent of parents in each of the following categories. The row percentages should total approximately 100%.

	0	1-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100 %
Less than high school graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school diploma or GED	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vocational, technical, or business training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Associate, 2-year degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College graduate (4- or 5-year degree)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some graduate school or graduate degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## About the California High School Exit Examination (CAHSEE)

### 14. How much do you know about the:

#### a. California High School Exit Examination (CAHSEE)?

- ☐ I do not know anything about the CAHSEE.
- ☐ I have only general information about the CAHSEE.
- ☐ I know what knowledge and skills are covered by the CAHSEE.
- ☐ I know the plans for administering the CAHSEE.

#### b. State Content Standards?

- ☐ I do not know anything about the state content standards.
- ☐ I have only general information about the content standards.
- ☐ I am very knowledgeable about the content standards.

#### c. CAHSEE Score Report?

- ☐ I do not know anything about the CAHSEE score report.
- ☐ I have only general information about the CAHSEE score report.
- ☐ I am very knowledgeable about information in the CAHSEE score report and how to apply it.

### 15. What have been your sources of information about the CAHSEE? (Mark all that apply.)

	For those activities you marked in the 1st column, mark the three (3) that you consider most important in your CAHSEE preparation.	For those activities you marked in the 1st column, what percentage of your students do you estimate are affected by each?					
		0%	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
<input type="radio"/> None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> State-provided information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> District-provided information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Newspaper	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Education organization (e.g., publication, meeting, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Professional association (e.g., publication, meeting, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> CDE website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Computer-based source (e.g., listserv, newsgroup, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 16. The state provides information regarding the CAHSEE to districts for dissemination to the schools. In general, how do you rate the CAHSEE information that you and your school received from your district?

#### a. Sufficiency of Information

- ☐ Less than adequate
- ☐ Adequate
- ☐ More than adequate

#### b. Usefulness of Information

- ☐ Not very useful
- ☐ Useful
- ☐ Very useful

#### c. Timeliness of Information

- ☐ Too late for our needs
- ☐ On time for our needs
- ☐ Ahead of our needs

### 17. a. How aware do you think students in your school are of the CAHSEE? (Mark all that apply.)

- ☐ They know nothing about the exam.
- ☐ They have only general information about the exam.
- ☐ They know what knowledge and skills are covered by the exam.
- ☐ They know the time of year when the exam is given.
- ☐ They know which students have the opportunity to take the exam.

### 17. b. What is your estimate of the percentage of students in your school who know what knowledge and skills are covered by the exam?

			%
0	0	0	
1	1	1	
2	2		
3	3		
4	4		
5	5		
6	6		
7	7		
8	8		
9	9		

18. a. How aware do you think parents of students in your school are of the CAHSEE? (Mark all that apply.)

- ☐ They know nothing about the exam.
- ☐ They have only general information about the exam.
- ☐ They know what knowledge and skills are covered by the exam.
- ☐ They know when the exam will be given.
- ☐ They know which students have the opportunity to take the exam.

18. b. What is your estimate of the percentage of parents of students in your school who know what knowledge and skills are covered by the exam?

			%
0	0	0	
1	1	1	
2	2	2	
3	3	3	
4	4	4	
5	5	5	
6	6	6	
7	7	7	
8	8	8	
9	9	9	

19. The relationship between your district standards for English/language arts and those described by the English-Language Arts Content Standards and the Reading/Language Arts Framework can best be described by which of the following statements? (Mark only one.)

- ☐ Our district has adopted the state content standards.
- ☐ The state content standards include more than our district content standards.
- ☐ Our district content standards include more than the state content standards.
- ☐ The two sets of content standards are different.
- ☐ I cannot judge the relationship between our district standards and the state standards.
- ☐ Our district does not have an official set of content standards

20. The relationship between your district standards for mathematics and those described by the Mathematics Content Standards and the Mathematics Framework can best be described by which of the following statements? (Mark only one.)

- ☐ Our district has adopted the state content standards.
- ☐ The state content standards include more than our district content standards.
- ☐ Our district content standards include more than the state content standards.
- ☐ The two sets of content standards are different.
- ☐ I cannot judge the relationship between our district standards and the state standards.
- ☐ Our district does not have an official set of content standards.

21. Consider the full set of state content standards and mark ALL that apply.

- ☐ Our district encourages use of the content standards to organize instruction.
- ☐ Our current textbooks align well with the content standards.
- ☐ We can cover all of the content standards with a mix of textbooks and supplemental material.
- ☐ Our district is in the process of aligning its curriculum to the state standards.
- ☐ Our district is in the process of aligning its curriculum across grade levels.
- ☐ Our district has a plan, which ensures that all high school students receive instruction in each of the content standards.
- ☐ Our district has a plan that ensures that all pre-high school students are prepared to receive instruction in each of the content standards.
- ☐ Our district has adopted algebra as a graduation requirement.
- ☐ Our district (or school) is hiring only teachers certified in their field.
- ☐ Our district (or school) is assigning teachers only in their certified fields.



**22. What activities has your school undertaken to prepare faculty/staff for the Spring 2002 administration of the CAHSEE? (Mark all that apply.)**

- ☐ No special preparation.
- ☐ Administrators participated in January test administration workshops.
- ☐ Delivered local workshops on test administration.
- ☐ Delivered local workshops on CAHSEE content (e.g., used Teacher Guides as a focal point for discussion).
- ☐ Provided test taking strategies.
- ☐ Other (please specify) \_\_\_\_\_
- \_\_\_\_\_

**23. What was your reaction to your students' performance on the Spring 2001 CAHSEE?**

- ☐ Better than I expected
- ☐ About what I expected
- ☐ Worse than I expected
- Why?

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**24. Describe what you think about the CAHSEE individual and group score reports (e.g., ease of understanding, comprehensiveness, timeliness, etc.)**

- ☐ Have not seen a score report

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\_\_\_\_\_

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25. What activities did your school undertake to prepare students for the Spring 2002 administration of the CAHSEE? (Mark all that apply.)

For those activities you marked in the 1st column, mark the three (3) that you consider most important in your CAHSEE preparation.

For those activities you marked in the 1st column, what percentage of your students do you estimate are affected by each?

		0%	1-20 %	21-40 %	41-60 %	61-80 %	81-100 %
<input type="radio"/> No special preparation							
<input type="radio"/> Encouraged students to work hard and prepare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Provided individual/group tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Taught test-taking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Modified curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Included teachers other than E-LA and math in instructional planning for the CAHSEE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Increased summer school offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Added homework	<input type="radio"/>						
<input type="radio"/> Eliminated electives in favor of remedial classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Used school test results to change instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Used school test results to design remedial instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Adopted state content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Changed graduation requirements to include courses that enhance student success on the CAHSEE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. During this school year (2001-2002), how much time, in total, do you estimate you have spent in activities specifically related to the CAHSEE (e.g., meetings, discussions, curriculum review, your professional development, your staff's development, etc.)?

- ☐ None  
☐ Less than 6 hours  
☐ 6-15 hours  
☐ 16-35 hours  
☐ More than 35 hours

27. Based on your knowledge of your faculty, what percentage of your teachers do you think understand the difference between *teaching to the test* and *aligning curriculum and instruction to the standards*?

- ☐ Fewer than 50%  
☐ 50-74%  
☐ 75-95%  
☐ Greater than 95%  
☐ Unsure

28. How responsible do you think teachers other than those in E-LA and math view themselves for student success on the CAHSEE?

- ☐ Very responsible  
☐ Somewhat responsible  
☐ Slightly responsible  
☐ Not at all responsible

29. What plans has your school made to prepare for assisting high school students who do not pass the exit exam or who do not seem prepared to take it? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemente
<input type="radio"/> No special plans				
Increased high school remedial courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced high school electives in favor of remedial classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased high school summer school offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided individual/group tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Added homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopted state content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Altered high school curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included teachers other than E-LA and math in instructional planning for the CAHSEE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with feeder middle schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developed parent support program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used school test results to change high school instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluated high school students' abilities and place them in courses/programs accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured that students are taking demanding courses from the beginning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensured we are offering demanding courses from the beginning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Based on your knowledge of the CAHSEE, what percentage of your students do you think will pass the E-LA standards by the end of 10th grade?

- ☐ Fewer than 50%  
☐ 50-74%  
☐ 75-95%  
☐ Greater than 95%  
☐ Unsure

31. Based on your knowledge of the CAHSEE, what percentage of your students do you think will pass the mathematics standards by the end of 10th grade?

- ☐ Fewer than 50%  
☐ 50-74%  
☐ 75-95%  
☐ Greater than 95%  
☐ Unsure

32. Based on what you know about your school, what do you predict the impact of the CAHSEE, will be on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a....student motivation prior to taking the exam for the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....motivation to excel for students who pass the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c.... motivation to excel for students who do not pass the first time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....parental involvement prior to the first required administration of the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e....parental involvement for students who pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f....parental involvement for students who do not pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g....student retention rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h....student dropout rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. Based on what you know about your school, what do you estimate the influence of the CAHSEE will be on classroom instructional practices...

a....this year (2001-2002)?

b....next year (2002-2003)?

c....in 2 years (2003-2004)?

d....in 4 years (2005-2006)?

Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. What percentage of your school's 10th grade students in each of the following groups would you say have had instruction that covers the English-Language Arts content standards for the exam?

a....all your school's 10th grade students

b....10th grade students with disabilities

c....10th grade English learners

d....10th grade economically disadvantaged students

e....10th grade minority students

Fewer Than 50%	50-74%	75-95%	Greater Than 95%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Which of the following do you think had an impact on your students' success in meeting the requirements of the CAHSEE? (Mark one response for each possible factor.)

a. Lack of preparation needed to pass

b. Lack of motivation

c. Poor attendance

d. Too many tests to prepare for

e. Language barriers

f. Our district's current level of standards in English or writing

g. Our district's current level of standards in math or algebra

h. Other (specify)

\_\_\_\_\_

Not a Factor	Possibly a Factor	Definitely a Factor
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. What percentage of your school's 10th grade students in each of the following groups would you say have had instruction that covers the mathematics content standards for the CAHSEE?

a....all your school's 10th grade students

b....10th grade students with disabilities

c....10th grade English learners

d....10th grade economically disadvantaged students

e....10th grade minority students

Fewer Than 50%	50-74%	75-95%	Greater Than 95%
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Which of the following has your school implemented to promote learning for all students? (Mark one response for each.)

	No Plan to Implement	Plan to Implement	Partially Implemented	Fully Implemented
a. School, teacher, and student access to appropriate instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Encourage all students to take Algebra 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Individual student assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher and school support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student and parent support services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher access to inservice training on content standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher access to inservice training on instructional techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Administrator and teacher access to inservice training for working with diverse student populations and different learning styles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. What plans or strategies do you and your faculty/staff have to prepare for Individual Education Program (IEP) or 504 Plan changes that will address participation of a student with a disability in the CAHSEE? At what stage are you in implementing these?

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39. What plans or strategies do you and your faculty/staff have to help English Learners (EL) overcome language barriers so they can succeed in meeting the requirements of the CAHSEE? At what stage are you in implementing these?

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40. Please describe any specific challenges you feel your school and students face in successfully meeting the requirements of the CAHSEE.

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41. Please describe any specific benefits for your school and students that you feel are associated with the requirements of the CAHSEE.

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42. Please write any comments about other factors specific to your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

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*Thank you for your cooperation.*

## APPENDIX C

### CAHSEE Teacher Survey—Spring 2002





# California High School Exit Examination (CAHSEE) Evaluation Teacher Longitudinal Sample Survey Spring 2002

Teacher Name:
School Name:

## SECTION 1 DIRECTIONS:

Please provide the following information by filling in the circle of the appropriate response or by writing an appropriate response. All teachers should complete Section 1 (pages 1-4). Section 2 or 3, depending on primary subject area, may be completed by the individual teachers or by a group of the appropriate subject area teachers.

### 1. What is your highest level of education?

- ☐ Bachelor's (4-year) degree
- ☐ Some graduate school
- ☐ Master's Degree
- ☐ Doctorate Degree
- ☐ Other (specify) \_\_\_\_\_

### 2. What is the primary subject area you teach?

- ☐ English-Language Arts (E-LA)
- ☐ Mathematics (Math)

### 3. Are you certified in your primary subject area?

- ☐ Yes
- ☐ No (specify other area) \_\_\_\_\_

### 4. Including the 2001-2002 school year, how many years have you

- ....been a teacher? \_\_\_\_\_
- ....been a teacher in your primary subject area? \_\_\_\_\_
- ....taught in your present school? \_\_\_\_\_

## About You and Your Classes

For the purposes of this survey, please think of your typical classes and answer the following set of questions with an emphasis on your 9th and 10th grade students.

### 5. What grade level do you teach? (Mark all that apply.)

- ☐ 9th
- ☐ 10th
- ☐ 11th
- ☐ 12th

### 6. What is your average enrollment per class period this year?

\_\_\_\_\_

### 7. What is the average percentage of the students in your classes who speak English fluently?

- ☐ 100%
- ☐ 90% - 99%
- ☐ 75% - 89%
- ☐ 50% - 74%
- ☐ Less than 50%

### 8. Think about the level of preparation that students in your class have in your subject area -- math or English-Language Arts (E-LA) -- for proficiency on the CAHSEE.

If you are a **mathematics teacher**, estimate the overall average percentage of students in each of the following categories:

- Excellent math preparation \_\_\_\_\_
- Good math preparation \_\_\_\_\_
- Fair math preparation \_\_\_\_\_
- Poor math preparation \_\_\_\_\_

Total = 100%

If you are an **English-Language Arts teacher**, estimate the overall average percentage of students in each of the following categories:

- Excellent E-LA preparation \_\_\_\_\_
- Good E-LA preparation \_\_\_\_\_
- Fair E-LA preparation \_\_\_\_\_
- Poor E-LA preparation \_\_\_\_\_

Total = 100%

### 9. On average, how much time do you believe students in your classes spend each week on your assignments outside of the classroom?

- ☐ None
- ☐ Less than 1 hour
- ☐ 1 - 3 hours
- ☐ More than 3 hours

10. In general, how often do you plan for students in your classes to: ...?  
(Please mark the appropriate circle for each of the following.)

	Almost Every Day	Once or Twice a Week	Once or Twice a Month	Once a Grading Period	Never or Hardly Ever
a. Do work from their textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Do work from supplemental materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work with hands-on materials, physical models, or manipulatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work in pairs or small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Take quizzes or tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Be asked to apply subject area knowledge to real-world situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Write a few sentences about a topic or its consequences (or a math problem or its solution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Write reports or complete projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Conduct research on issues or ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Present their work to the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. During the current school year (2001-2002), how much time, in total, did you spend in professional development workshops, inservice, or seminars in your primary subject area. Include attendance at district-sponsored training and external training.

- ☐ None  
☐ Less than 6 hours  
☐ 6 - 15 hours  
☐ 16 -35 hours  
☐ More than 35 hours

## About the California High School Exit Examination

12. How much do you know about the:

**a. California High School Exit Examination (CAHSEE)?**

- ☐ I do not know anything about the CAHSEE.  
☐ I have only general information about the CAHSEE.  
☐ I know what knowledge and skills are covered by the CAHSEE.  
☐ I know the plans for administering the CAHSEE.

**b. State Content Standards?**

- ☐ I do not know anything about the state content standards.  
☐ I have only general information about the content standards.  
☐ I know essential information about the content standards.  
☐ I am very knowledgeable about the content standards.

**c. CAHSEE Score Report?**

- ☐ I do not know anything about the CAHSEE score report.  
☐ I have only general information about the CAHSEE score report and how to apply it.  
☐ I know enough about information in the CAHSEE score report to use it for planning to change instruction.  
☐ I am very knowledgeable about information in the CAHSEE score report and how to use it to change instruction.

**13. What have been your sources of information about the CAHSEE? (Mark all that apply.)**

<input type="radio"/> None		
<input type="radio"/> School-provided information	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> State-provided information	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> District-provided information	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Newspaper	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Education organization (e.g., publication, meeting, etc.)	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Professional association (e.g., publication, meeting, etc.)	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Computer-based source (e.g., listserv, newsgroup, etc.)	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other (specify) _____	<input type="radio"/>	<input type="radio"/>
_____		

For those activities you marked in the 1st column, mark the **three (3)** that you consider **most important** in CAHSEE preparation for your students.

For those activities you marked in the 1st column, mark the **three (3)** that you consider **least important** in CAHSEE preparation for your students.

**14. What was your reaction to the performance of students in your school on the Spring 2001 CAHSEE?**

☐ Better than I expected

☐ About what I expected

☐ Worse than I expected

☐ I don't know

Why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**15. Based on instruction in your school and what you know about your feeder schools, how well prepared do you feel the students will be to pass the High School Exit Examination when they are in 10th grade?**

☐ Very well prepared

☐ Well prepared

☐ Prepared

☐ Not well prepared

☐ Not at all prepared

**16a. During this school year (2001-2002), how much time, in total, do you estimate you have spent on classroom instruction preparation activities related to the CAHSEE (e.g., department planning, lesson plan review, etc.)?**

☐ None

☐ Less than 6 hours

☐ 6-15 hours

☐ 16-35 hours

☐ More than 35 hours

**16b. How much classroom instruction time do you estimate you spent on activities that you would not have if it weren't for the CAHSEE (e.g., unit or course review, etc.)?**

☐ None

☐ Less than 6 hours

☐ 6-15 hours

☐ 16-35 hours

☐ More than 35 hours

**16c. During this school year (2001-2002), how much time, in total, do you estimate you have spent in activities related to the CAHSEE (e.g., faculty and department meetings, discussions, staff development, etc.)?**

☐ None

☐ Less than 6 hours

☐ 6-15 hours

☐ 16-35 hours

☐ More than 35 hours

**17. How would you rate the quality of the professional development related to the California High School Exit Examination you have received this year...**

	Poor	Fair	Good	Excellent
From local sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From state sources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18. What activities did you personally undertake to prepare your students for the Spring 2002 administrations of the CAHSEE? (Mark all that apply.)**

For those activities you marked in the 1st column, mark the **three (3)** that you consider **most important** in CAHSEE preparation for your students.

For those activities you marked in the 1st column, mark the **three (3)** that you consider **least important** in CAHSEE preparation for your students.

<input type="radio"/> No special preparation		
<input type="radio"/> Encouraged students to work hard and prepare	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encouraged students (and through their parents) to take demanding courses	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Provided individual/group tutoring	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Taught test-taking skills	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Increased classroom attention to content standards covered by the CAHSEE in the weeks preceding the CAHSEE	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Worked with feeder school teachers	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Modified my instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encouraged other teachers to include instructional activities that incorporate E-LA and math standards	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Talked with my students	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Added homework	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Administered "early warning" tests	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Used class test results to change instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Used class test results to design remedial instruction	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Encouraged summer school attendance	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Suggested remedial classes rather than electives	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Talked or worked with parents	<input type="radio"/>	<input type="radio"/>
<input type="radio"/> Other (specify)	<input type="radio"/>	<input type="radio"/>

**19. How responsible do you think teachers other than E-LA and math view themselves for student success on the CAHSEE?**

- ☐ Very responsible  
☐ Somewhat responsible  
☐ Slightly responsible  
☐ Not at all responsible

**20. How would you characterize your opinion of the CAHSEE?**

- ☐ Very positive  
☐ Positive  
☐ Neutral  
☐ Negative  
☐ Very negative

**21. How do you think your opinion of the CAHSEE compares to other teachers in your department (English or Math)?**

- ☐ Much more positive  
☐ Somewhat more positive  
☐ About the same  
☐ Somewhat more negative  
☐ Much more negative  
☐ Do not know

22. Please describe any specific changes you made in the 2001-2002 school year to your classroom instructional practices based on influences you attribute to the CAHSEE.

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23. Please describe any specific changes you plan to make in the future to your classroom instructional practices based on influences you attribute to the CAHSEE.

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24. Based on what you know about your school, what do you predict the impact of the CAHSEE, will be on...

	Strongly Decreased	Decreased	No Effect	Increased	Strongly Increased
a. ...student motivation prior to taking the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. ...motivation to excel for students who pass?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. ...motivation to excel for students who do not pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. ...parental involvement for students who pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. ...parental involvement for students who do not pass the exam?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. ...student retention rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. ...student dropout rates?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Based on what you know about your school, what do you estimate the influence of the CAHSEE will be on instructional practices...

	Considerably Improved	Improved	No Effect	Weakened	Considerably Weakened
a....this year (2001-2002)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b....next year (2002-2003)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c....in 2 years (2003-2004)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d....in 4 years (2005-2006)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Please describe any specific challenges you feel your school and students face in meeting the requirements of the CAHSEE.

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27. Please describe any specific benefits for your school and students that you feel are associated with meeting the requirements of the CAHSEE.

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28. Please write any comments about other factors specific to you, your classes, or your school that are influencing preparation for or performance on the CAHSEE (e.g., community conditions, economic changes, parental views, etc.)

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Please complete **Section 2** if you are an **English-Language Arts teacher**.

Please complete **Section 3** if you are a **Mathematics teacher**. (starting on p.12)

**SECTION 2: About English-Language Arts(E-LA) and State Content Standards**

**DIRECTIONS:** *Section 2 concerns the ways in which students are prepared to pass the English-Language Arts of the CAHSEE. Mathematics teachers should skip to Section 3.*

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**2-1 Indicate respondent for this section of the survey.**

- ☐ Individual—English-Language Arts Teacher
- ☐ Group—English-Language Arts Department Members (How many? \_\_\_\_\_ )
- ☐ Other (specify) \_\_\_\_\_

**2-2 Based on your knowledge of the English-Language Arts standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?**

- ☐ Less than 1/4
- ☐ 1/4 - 1/2
- ☐ About 3/4
- ☐ Almost all
- ☐ No knowledge of CAHSEE English-Language Arts standards

**2-3 What plan does your school have to increase coverage of the English-Language Arts content standards assessed by the CAHSEE? (Mark all that apply.)**

- ☐ Involving teachers of other subjects to ensure coverage of the E-LA content standards
- ☐ Committee initiative to recommend modifying curriculum
- ☐ Inservice training to modify instructional practices
- ☐ Recommend changing graduation requirements to include English-Language Arts courses that enhance student success on the CAHSEE
- ☐ None- English-Language Arts content standards already fully covered
- ☐ Other (specify) \_\_\_\_\_

2-4 In developing the CAHSEE, several questions were tried out for each of the content standards. The standards below are ones where student performance was particularly low in the tryouts. We would like to know in which courses, if any, these standards are taught. For each standard, please complete the following steps:

- 1 Decide whether it is taught in one or more of the courses offered in your district. If it is not, mark "Not Taught in Any Courses" and move to the next standard.
- 2 If it is taught, identify up to three courses from the list below where the standard is taught. For each course, mark the letter, A through K, which corresponds to the course title from the list. There also is space to add the title of an additional course where the standard is taught.
- 3 In the first two columns, mark one choice to indicate whether the standard is **partially** or **fully** taught in this course.
- 4 In the last two columns, mark whether the course is only taken by **some students** (1/4 to 3/4) or is taken by **most students** (more than 3/4). If fewer than 1/4 of your students take this course, do not mark either of these bubbles.

List of Selected English-Language Arts Courses	
<input type="radio"/> A Comprehensive English-Grade 7	<input type="radio"/> G World/Other Literature
<input type="radio"/> B Comprehensive English-Grade 8	<input type="radio"/> H Composition
<input type="radio"/> C Comprehensive English-Grade 9	<input type="radio"/> I Language Structure/Language Arts
<input type="radio"/> D Comprehensive English-Grade 10	<input type="radio"/> J English as a Second Language
<input type="radio"/> E American Literature	<input type="radio"/> K Developmental Reading
<input type="radio"/> F English Literature	

Source: CBEDS (California Basic Educational Data System)

## SAMPLE

Standard	Course	Standard is		Course taken by	
		Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
<p>Reading Comprehension (Focus on Informational Material) Comprehension and Analysis of Grade-Level Appropriate Text</p> <p>a. Standard 2.3-Generate relevant questions about readings on issues that can be researched.</p>	<input type="radio"/> Not Taught in Any Courses				
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input type="radio"/> K	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input checked="" type="radio"/> K	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input type="radio"/> K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**Reading Comprehension (Focus on Informational Materials)**

- a. Standard 2.3-Generate relevant questions about readings on issues that can be researched.

☐ Not Taught in Any Courses  
**Course**

A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (specify)

- b. Standard 2.8-Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

☐ Not Taught in Any Courses  
**Course**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (specify)

**Literary Response and Analysis**

- c. Standard 3.1-Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).

☐ Not Taught in Any Courses  
**Course**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (specify)

- d. Standard 3.7-Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.

☐ Not Taught in Any Courses  
**Course**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (specify)

- e. Standard 3.8-Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.

☐ Not Taught in Any Courses  
**Course**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (specify)

- f. Standard 3.12-Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

☐ Not Taught in Any Courses  
**Course**

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (specify)

**Writing Strategies**

- g. Standard 1.1-Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.

☐ Not Taught in Any Courses  
**Course**

A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- h. Standard 1.2-Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.

☐ Not Taught in Any Courses  
**Course**

A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- i. Standard 1.5-Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

☐ Not Taught in Any Courses  
**Course**

A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Written and Oral English Language Conventions**

- j. Standard 1.2-Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).

☐ Not Taught in Any Courses  
**Course**

<div><div>A</div><div>B</div><div>C</div><div>D</div><div>E</div><div>F</div><div>G</div><div>H</div><div>I</div><div>J</div><div>K</div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div><div>A</div><div>B</div><div>C</div><div>D</div><div>E</div><div>F</div><div>G</div><div>H</div><div>I</div><div>J</div><div>K</div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div><div>A</div><div>B</div><div>C</div><div>D</div><div>E</div><div>F</div><div>G</div><div>H</div><div>I</div><div>J</div><div>K</div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- k. Standard 1.3-Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

☐ Not Taught in Any Courses  
**Course**

<div><div>A</div><div>B</div><div>C</div><div>D</div><div>E</div><div>F</div><div>G</div><div>H</div><div>I</div><div>J</div><div>K</div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div><div>A</div><div>B</div><div>C</div><div>D</div><div>E</div><div>F</div><div>G</div><div>H</div><div>I</div><div>J</div><div>K</div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div><div>A</div><div>B</div><div>C</div><div>D</div><div>E</div><div>F</div><div>G</div><div>H</div><div>I</div><div>J</div><div>K</div></div>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Writing Applications (Genres and Their Characteristics)**

- l. Standard 2.4-Write persuasive compositions:
- Structure ideas and arguments in a sustained and logical fashion.
  - Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
  - Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.
  - Address readers' concerns, counterclaims, biases, and expectations.

☐ Not Taught in Any Courses  
**Course**

o	(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a	(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	(A)(B)(C)(D)(E)(F)(G)(H)(I)(J)(K)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Writing Applications (Genres and Their Characteristics) - continued

- m. Standard 2.5 Write business letters:
  - a. Provide clear and purposeful information and address the intended audience appropriately.
  - b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
  - c. Highlight central ideas or images.
  - d. Follow a conventional style with page formats, fonts, and spacing that contribute to the document's readability and impact.

☐ Not Taught in Any Courses

Course			Students	Students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**2-5 Please write any comments, specific to your district, schools, and students, about the English-Language Arts content standards, the CAHSEE, and opportunities for students to learn the content addressed by the standards.**

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

***Thank you for your cooperation.***

**SECTION 3: About Mathematics and State Content Standards**

**DIRECTIONS:** Section 3 concerns the ways in which students are prepared to pass the mathematics standards tested by the CAHSEE. English-Language Arts teachers should skip this section.

---

**3-1** Indicate respondent for this section of the survey.

- ☐ Individual—Mathematics Teacher
- ☐ Group—Mathematics Department Members (How many? \_\_\_\_\_ )
- ☐ Other (specify) \_\_\_\_\_

**3-2** Based on your knowledge of the mathematics standards tested by the CAHSEE, what proportion of these standards are covered by your school's current curriculum?

- ☐ Less than 1/4
- ☐ 1/4 - 1/2
- ☐ About 3/4
- ☐ Almost all
- ☐ No knowledge of CAHSEE mathematics standards

**3-3.** What plan does your school have to increase coverage of the mathematics content standards assessed by the CAHSEE? (Mark all that apply.)

- ☐ Involving teachers of other subjects to ensure coverage of the mathematics content standards
- ☐ Committee initiative to recommend modifying curriculum
- ☐ Inservice training to modify instructional practices
- ☐ Recommend changing graduation requirements to include mathematics courses that enhance student success on the CAHSEE
- ☐ None - Mathematics content standards already fully covered
- ☐ Hire more algebra teachers
- ☐ Other (specify) \_\_\_\_\_

3-4 In developing the CAHSEE, several questions were tried out for each of the content standards. The standards below are ones where student performance was particularly low in the tryouts. We would like to know in which courses, if any, these standards are taught. For each standard, please complete the following steps:

- 1 Decide whether it is taught in one or more of the courses offered in your district. If it is not, mark "Not Taught in Any Courses" and move to the next standard.
- 2 If it is taught, identify up to three courses from the list below where the standard is taught. For each course, mark the letter, A through K, which corresponds to the course title from the list. There also is space to add the title of an additional course where the standard is taught.
- 3 In the first two columns, mark one choice to indicate whether the standard is **partially** or **fully** taught in this course.
- 4 In the last two columns, mark whether the course is only taken by **some students** (1/4 to 3/4) or is taken by **most students** (more than 3/4). If fewer than 1/4 of your students take the course, do not mark either of these bubbles.

List of Selected Mathematics Courses	
(A) General Math	(G) (Plane) Geometry
(B) Math A	(H) Integrated Math I
(C) Math B	(I) Integrated Math II
(D) Pre-Algebra	(J) Consumer Math
(E) Beginning Algebra	(K) Remedial Math
(F) Intermediate Algebra	

Source: CBEDS (California Basic Educational Data System)

### SAMPLE

<div style="text-align: center; font-weight: bold; font-size: 24px; margin-bottom: 10px;">1</div> <div style="text-align: center; font-weight: bold; font-size: 24px; margin-bottom: 10px;">2</div>	<div style="text-align: center; font-weight: bold; font-size: 24px; margin-bottom: 10px;">3</div> <div style="text-align: center; font-weight: bold; font-size: 24px; margin-bottom: 10px;">4</div>	Standard is		Course taken by	
		Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
<b>Statistics, Data Analysis, and Probability (Grade 6):</b> Students determine theoretical and experimental probabilities and use these to make predictions about events  a. Standard 3.5-Understand the difference between independent and dependent events.	<div style="text-align: center; font-weight: bold; font-size: 18px; margin-bottom: 5px;">Not Taught in Any Courses</div> <div style="text-align: center; font-weight: bold; font-size: 18px; margin-bottom: 5px;">Course</div> <div style="text-align: center; font-size: 14px; margin-bottom: 5px;"> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input type="radio"/> K                 </div> <div style="text-align: center; font-size: 14px; margin-bottom: 5px;"> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input checked="" type="radio"/> K                 </div> <div style="text-align: center; font-size: 14px; margin-bottom: 5px;"> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E <input type="radio"/> F <input type="radio"/> G <input type="radio"/> H <input type="radio"/> I <input type="radio"/> J <input type="radio"/> K                 </div> <div style="text-align: center; font-size: 14px; margin-bottom: 5px;">Other (specify)</div>	<div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input checked="" type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div>	<div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div>	<div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input checked="" type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div>	<div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input checked="" type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div> <div style="text-align: center; font-size: 18px; margin-bottom: 5px;"><input type="radio"/></div>

**Statistics, Data Analysis, and Probability: Students determine theoretical and experimental probabilities and use these to make predictions about events**

- a. Standard 3.5-Understand the difference between independent and dependent events.

☐ Not Taught in Any Courses  
**Course**

Course	Standard is		Course taken by	
	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Algebra and Functions: Students graph and interpret linear and some nonlinear functions**

- b. Standard 3.1-Graph functions of the form  $y=n^2$  and  $y=n^3$  and use in solving problems.

☐ Not Taught in Any Courses  
**Course**

Course	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- c. Standard 3.4-Plot the values of quantities whose ratios are always the same (e.g., cost to the number of an item, feet to inches, circumference to diameter of a circle). Fit a line to the plot and understand that the slope of a line equals the [ratio of the] quantities.

☐ Not Taught in Any Courses  
**Course**

Course	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Measurement and Geometry: Students know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures**

- d. Standard 3.2-Understand and use coordinate graphs to plot simple figures, determine lengths and areas related to them, and determine their images under translations and reflections.

☐ Not Taught in Any Courses  
**Course**

Course	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Algebra 1**

- e. Standard 9.0-Students solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically. Students are able to solve a system of two linear inequalities in two variables and to sketch the solution sets.

☐ Not Taught in Any Courses  
**Course**

Course	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- f. Standard 10.0-Students add, subtract, multiply, and divide monomials and polynomials. Students solve multi-step problems, including word problems, by using these techniques.

☐ Not Taught in Any Courses  
**Course**

Course	Partially Taught	Fully Taught	some (1/4-3/4) students	most (more than 3/4) students
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A B C D E F G H I J K	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>







## APPENDIX D

### Standards Taught

TABLE D.1 Percent of Raters Listing Each Course and Percent Saying Most Students Take the Course: Mathematics

Course	Percent of Raters Listing the Course	Percent of Raters Indicating Most Students Take the Course
E. Beginning Algebra	318.9	64.1
F. Intermediate Algebra	260.0	25.2
G. Plane Geometry	101.1	18.7
D. Pre-Algebra	82.2	35.1
N. Not Taught	35.6	0.0
B. Math A	27.8	36.0
C. Math B	25.6	43.5
H. Integrated Math I	23.3	47.6
I. Integrated Math II	20.0	0.0
A. General Math	3.3	33.3
J. Consumer Math	2.2	0.0
K. Remedial Math	0.0	0.0

TABLE D.2 Courses Where Specific Standards are Taught: Mathematics

**a. P6: Understand difference between independent and dependent events**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
E. Beginning Algebra	31	34.4%	14	45.2%
D. Pre-Algebra	27	30.0%	10	37.0%
F. Intermediate Algebra	27	30.0%	16	59.3%
B. Math A	7	7.8%	2	28.6%
G. Plane Geometry	6	6.7%	3	50.0%
C. Math B	5	5.6%	2	40.0%
I. Integrated Math II	4	4.4%	2	50.0%
H. Integrated Math I	1	1.1%	1	100.0%
J. Consumer Math	1	1.1%	1	100.0%
Other	7	7.8%	6	85.7%
Not Taught	11	12.2%		

(continued)

TABLE D.2 Courses Where Specific Standards are Taught: Mathematics (*continued*)

**b. AF 3.1: Graph functions of the form  $y=n^2$  and  $y=n^3$  and use in solving problems.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
F. Intermediate Algebra	46	51.1%	34	73.9%
E. Beginning Algebra	42	46.7%	21	50.0%
D. Pre-Algebra	7	7.8%	2	28.6%
G. Plane Geometry	7	7.8%	6	85.7%
H. Integrated Math I	4	4.4%	1	25.0%
B. Math A	3	3.3%	2	66.7%
C. Math B	3	3.3%	2	66.7%
I. Integrated Math II	2	2.2%	1	50.0%
Other	8	8.9%	5	62.5%
Not Taught	3	3.3%		

**c. AF 3.4: Plot values whose ratios are the same; understand that the slope equals the ratio.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
E. Beginning Algebra	52	57.8%	27	51.9%
F. Intermediate Algebra	33	36.7%	24	72.7%
D. Pre-Algebra	9	10.0%	2	22.2%
G. Plane Geometry	8	8.9%	8	100.0%
B. Math A	3	3.3%	2	66.7%
C. Math B	3	3.3%	2	66.7%
H. Integrated Math I	3	3.3%	2	66.7%
I. Integrated Math II	2	2.2%	2	100.0%
J. Consumer Math	1	1.1%	0	0.0%
Other	6	6.7%	5	83.3%
Not Taught	4	4.4%		

(continued)

TABLE D.2 Courses Where Specific Standards are Taught: Mathematics (*continued*)**d. MG 3.2 Plot figures, determine lengths and areas, translate and reflect.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
G. Plane Geometry	47	52.2%	39	83.0%
E. Beginning Algebra	37	41.1%	14	37.8%
F. Intermediate Algebra	25	27.8%	14	56.0%
D. Pre-Algebra	11	12.2%	4	36.4%
C. Math B	4	4.4%	3	75.0%
B. Math A	3	3.3%	1	33.3%
H. Integrated Math I	3	3.3%	3	100.0%
I. Integrated Math II	2	2.2%	2	100.0%
A. General Math	1	1.1%	0	0.0%
Other	6	6.7%	3	50.0%
Not Taught	1	1.1%		

**e. A1 9.0: Solve system of two linear equations and interpret and answer graphically.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
E. Beginning Algebra	49	54.4%	44	89.8%
F. Intermediate Algebra	42	46.7%	36	85.7%
G. Plane Geometry	12	13.3%	8	66.7%
D. Pre-Algebra	6	6.7%	3	50.0%
I. Integrated Math II	3	3.3%	3	100.0%
C. Math B	3	3.3%	2	66.7%
B. Math A	1	1.1%	1	100.0%
H. Integrated Math I	3	3.3%	1	33.3%
Other	7	7.8%	6	85.7%
Not Taught	4	4.4%		

(continued)

TABLE D.2 Courses Where Specific Standards are Taught: Mathematics (*continued*)

**f. A1 10.0: Add, subtract, multiply and divide monomials and polynomials.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
E. Beginning Algebra	51	56.7%	36	70.6%
F. Intermediate Algebra	42	46.7%	34	81.0%
G. Plane Geometry	12	13.3%	8	66.7%
D. Pre-Algebra	9	10.0%	5	55.6%
B. Math A	4	4.4%	2	50.0%
C. Math B	4	4.4%	2	50.0%
H. Integrated Math I	4	4.4%	0	0.0%
I. Integrated Math II	3	3.3%	0	0.0%
Other	8	8.9%	6	75.0%
Not Taught	2	2.2%		

**g. A1 15.0: Apply algebraic techniques to solve rate, work, and mixture problems.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
E. Beginning Algebra	47	52.2%	21	44.7%
F. Intermediate Algebra	35	38.9%	22	62.9%
D. Pre-Algebra	11	12.2%	1	9.1%
G. Plane Geometry	7	7.8%	4	57.1%
C. Math B	4	4.4%	2	50.0%
B. Math A	4	4.4%	1	25.0%
H. Integrated Math I	2	2.2%	1	50.0%
A. General Math	1	1.1%	1	100.0%
I. Integrated Math II	1	1.1%	1	100.0%
Other	8	8.9%	4	50.0%
Not Taught	7	7.8%		

TABLE D.3 Percent of Raters Listing Each Course and Percent Saying Most Students Take the Course: ELA

Course		Percent of Raters Listing the Course	Percent of Raters Indicating Most Students Take the Course
D.	Comprehensive English - Grade 10	563.9	85.3
C.	Comprehensive English - Grade 9	478.3	91.2
E.	American Literature	386.7	82.2
F.	English Literature	183.1	69.1
G.	World/Other Literature	81.9	45.6
N.	Not Taught	48.2	0.0
B.	Comprehensive English - Grade 8	39.8	97.0
H.	Composition	32.5	14.8
A.	Comprehensive English - Grade 7	21.7	100.0
J.	English as a Second Language	12.0	100.0
K.	Developmental Reading	6.0	80.0
I.	Language Structure/Language Arts	3.6	33.3

TABLE D.4 Courses Where Specific Standards are Taught: ELA

**a. RC 2.3: Generate relevant questions about readings on issues that can be researched.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	34	41.0%	14	41.2%
C. Comprehensive English - Grade 9	27	32.5%	11	40.7%
E. American Literature	25	30.1%	12	48.0%
F. English Literature	11	13.3%	5	45.5%
G. World/Other Literature	10	12.0%	5	50.0%
B. Comprehensive English - Grade 8	3	3.6%	2	66.7%
K. Developmental Reading	3	3.6%	2	66.7%
A. Comprehensive English - Grade 7	2	2.4%	2	100.0%
H. Composition	1	1.2%	0	0.0%
Other	23	27.7%	10	43.5%
Not Taught	4	4.8%		

(continued)

TABLE D.4 Courses where Specific Standards are Taught: ELA (*continued*)

**b. RC 2.8: Evaluate the credibility of author's argument.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	33	39.8%	9	27.3%
E. American Literature	26	31.3%	9	34.6%
C. Comprehensive English - Grade 9	24	28.9%	5	20.8%
F. English Literature	16	19.3%	6	37.5%
G. World/Other Literature	9	10.8%	3	33.3%
B. Comprehensive English - Grade 8	3	3.6%	1	33.3%
A. Comprehensive English - Grade 7	1	1.2%	1	100.0%
H. Composition	1	1.2%	0	0.0%
Other	18	21.7%	8	44.4%
Not Taught	7	8.4%		

**c. LR 3.1: Articulate the relationship between purposes and characteristics of different forms of drama.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	44	53.0%	14	31.8%
C. Comprehensive English - Grade 9	34	41.0%	12	35.3%
E. American Literature	23	27.7%	10	43.5%
F. English Literature	14	16.9%	5	35.7%
G. World/Other Literature	4	4.8%	0	0.0%
B. Comprehensive English - Grade 8	3	3.6%	1	33.3%
A. Comprehensive English - Grade 7	1	1.2%	1	100.0%
J. English as a Second Language	1	1.2%	0	0.0%
Other	22	26.5%	10	45.5%
Not Taught	3	3.6%		

(continued)

TABLE D.4 Courses where Specific Standards are Taught: ELA (*continued*)

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	41	49.4%	25	61.0%
C. Comprehensive English - Grade 9	39	47.0%	20	51.3%
E. American Literature	26	31.3%	19	73.1%
F. English Literature	9	10.8%	6	66.7%
G. World/Other Literature	5	6.0%	4	80.0%
B. Comprehensive English - Grade 8	4	4.8%	2	50.0%
A. Comprehensive English - Grade 7	1	1.2%	1	100.0%
H. Composition	1	1.2%	0	0.0%
J. English as a Second Language	1	1.2%	1	100.0%
K. Developmental Reading	1	1.2%	1	100.0%
Other	24	28.9%	16	66.7%
Not Taught	0	0.0%		

**e. LR 3.8: Evaluate impact of ambiguities, subtleties, contradictions, ironies and incongruities.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	36	43.4%	10	27.8%
C. Comprehensive English - Grade 9	28	33.7%	8	28.6%
E. American Literature	27	32.5%	9	33.3%
F. English Literature	14	16.9%	3	21.4%
G. World/Other Literature	8	9.6%	5	62.5%
B. Comprehensive English - Grade 8	2	2.4%	1	50.0%
A. Comprehensive English - Grade 7	1	1.2%	1	100.0%
H. Composition	1	1.2%	0	0.0%
J. English as a Second Language	1	1.2%	0	0.0%
Other	23	27.7%	13	56.5%
Not Taught	2	2.4%		

(continued)



TABLE D.4 Courses where Specific Standards are Taught: ELA (*continued*)

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	37	44.6%	21	56.8%
E. American Literature	32	38.6%	20	62.5%
C. Comprehensive English - Grade 9	26	31.3%	9	34.6%
F. English Literature	13	15.7%	10	76.9%
G. World/Other Literature	7	8.4%	7	100.0%
B. Comprehensive English - Grade 8	3	3.6%	2	66.7%
A. Comprehensive English - Grade 7	2	2.4%	1	50.0%
H. Composition	1	1.2%	1	100.0%
J. English as a Second Language	1	1.2%	1	100.0%
Other	25	30.1%	16	64.0%
Not Taught	1	1.2%		
<b>g. WS 1.1: Establish a controlling impression or coherent thesis.</b>				
Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	43	51.8%	34	79.1%
C. Comprehensive English - Grade 9	37	44.6%	29	78.4%
E. American Literature	27	32.5%	20	74.1%
F. English Literature	13	15.7%	9	69.2%
B. Comprehensive English - Grade 8	3	3.6%	3	100.0%
A. Comprehensive English - Grade 7	2	2.4%	2	100.0%
G. World/Other Literature	2	2.4%	2	100.0%
H. Composition	2	2.4%	1	50.0%
J. English as a Second Language	1	1.2%	1	100.0%
Other	26	31.3%	24	92.3%
Not Taught	1	1.2%		

(continued)

TABLE D.4 Courses where Specific Standards are Taught: ELA (*continued*)

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of	Percent of	Number of	Percent of
	Raters	Raters	Raters	Raters
D. Comprehensive English - Grade 10	41	49.4%	21	51.2%
C. Comprehensive English - Grade 9	31	37.3%	14	45.2%
E. American Literature	27	32.5%	15	55.6%
F. English Literature	14	16.9%	8	57.1%
H. Composition	4	4.8%	1	25.0%
B. Comprehensive English - Grade 8	2	2.4%	1	50.0%
G. World/Other Literature	2	2.4%	1	50.0%
A. Comprehensive English - Grade 7	1	1.2%	1	100.0%
J. English as a Second Language	1	1.2%	0	0.0%
Other	22	26.5%	15	68.2%
Not Taught	0	0.0%		

**i. WS 1.5: Synthesize information from multiple sources and identify complexities and discrepancies.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of	Percent of	Number of	Percent of
	Raters	Raters	Raters	Raters
D. Comprehensive English - Grade 10	28	33.7%	9	32.1%
E. American Literature	26	31.3%	7	26.9%
C. Comprehensive English - Grade 9	18	21.7%	5	27.8%
F. English Literature	15	18.1%	5	33.3%
G. World/Other Literature	5	6.0%	2	40.0%
H. Composition	1	1.2%	0	0.0%
J. English as a Second Language	1	1.2%	1	100.0%
K. Developmental Reading	1	1.2%	0	0.0%
Other	15	18.1%	6	40.0%
Not Taught	14	16.9%		

(continued)

TABLE D.4 Courses where Specific Standards are Taught: ELA (*continued*)

<b>j. WC 1.2: Understand sentence construction and proper English usage.</b>				
Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	42	50.6%	15	35.7%
C. Comprehensive English - Grade 9	37	44.6%	13	35.1%
E. American Literature	30	36.1%	12	40.0%
F. English Literature	9	10.8%	3	33.3%
B. Comprehensive English - Grade 8	3	3.6%	1	33.3%
G. World/Other Literature	3	3.6%	2	66.7%
H. Composition	3	3.6%	1	33.3%
A. Comprehensive English - Grade 7	2	2.4%	1	50.0%
I. Language Structure/Language Arts	2	2.4%	1	50.0%
J. English as a Second Language	1	1.2%	1	100.0%
Other	23	27.7%	15	65.2%
Not Taught	0	0.0%		
<b>k. WC 1.3: Demonstrate understanding of proper English usage.</b>				
Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	37	44.6%	20	54.1%
C. Comprehensive English - Grade 9	36	43.4%	22	61.1%
E. American Literature	26	31.3%	13	50.0%
F. English Literature	8	9.6%	4	50.0%
G. World/Other Literature	4	4.8%	3	75.0%
H. Composition	4	4.8%	3	75.0%
B. Comprehensive English - Grade 8	3	3.6%	1	33.3%
A. Comprehensive English - Grade 7	2	2.4%	2	100.0%
Other	27	32.5%	19	70.4%
Not Taught	0	0.0%		

(continued)

TABLE D.4 Courses Where Specific Standards are Taught: ELA (*continued*)**l. WA 2.4: Write persuasive compositions.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
D. Comprehensive English - Grade 10	42	50.6%	20	47.6%
C. Comprehensive English - Grade 9	33	39.8%	14	42.4%
E. American Literature	31	37.3%	14	45.2%
F. English Literature	14	16.9%	7	50.0%
H. Composition	5	6.0%	3	60.0%
G. World/Other Literature	4	4.8%	2	50.0%
A. Comprehensive English - Grade 7	1	1.2%	1	100.0%
B. Comprehensive English - Grade 8	1	1.2%	1	100.0%
J. English as a Second Language	1	1.2%	1	100.0%
Other	24	28.9%	20	83.3%
Not Taught	1	1.2%		

**m. WA 2.5: Write business letters.**

Course	Courses Addressing Standard		Courses with Complete Coverage of Standard	
	Number of Raters	Percent of Raters	Number of Raters	Percent of Raters
C. Comprehensive English - Grade 9	33	39.8%	15	45.5%
D. Comprehensive English - Grade 10	27	32.5%	13	48.1%
E. American Literature	14	16.9%	6	42.9%
F. English Literature	6	7.2%	2	33.3%
H. Composition	4	4.8%	1	25.0%
A. Comprehensive English - Grade 7	3	3.6%	2	66.7%
B. Comprehensive English - Grade 8	3	3.6%	3	100.0%
G. World/Other Literature	3	3.6%	3	100.0%
I. Language Structure/Language Arts	1	1.2%	0	0.0%
J. English as a Second Language	1	1.2%	0	0.0%
Other	18	21.7%	9	50.0%
Not Taught	7	8.4%		

## **APPENDIX E**

### **Principal Comments—Spring 2002**

CAHSEE LONGITUDINAL SAMPLE SURVEYS SPRING 2002—CONTENT ANALYSIS

PRINCIPAL [47]

**3. Have there been any major staff or faculty changes in your school over the past three years?**

*Administrator Changes* [12 of 45 comments/27 percent]

- Four new administrators including the principal.
- Four of seven administrators are new to school. Testing coordinator is in his first semester in position.

*Teacher Changes* [22/49 percent]

- Change in staff [11/24 percent]
- Retirements created vacancies and opportunity to hire new teachers. [3]
- New staff due to an increase in enrollment. [2]
- Declining enrollment resulted in one staff layoff last year. [2]
- Too many sub in math.
- Teachers in English—still working on credentials.
- Lost many 1st and 2nd year teachers due to economics. They moved to areas where they could afford homes.
- With the opening of a new high school a number of math, English and science instructors opted to transfer to the [other] school. 80 percent of our instructional staff live in [that town].

*No major changes* [11/24 percent]

**7. Comments related to “Indicate the various specialty education programs offered by your school.”**

*Remedial programs* [3 of 9 comments/33 percent]

- Remedial class in reading

*EL/bilingual* [2/22 percent]

- English learners have pull out services provided by a bilingual aide. We have interactive computer programs, books and materials designed to enhance English learners and 2 CLAD teachers who provide assistance labs, tutorials. One-on-one with the teacher and multiple meetings provide remediation.

*Other* [4/44 percent]

- Special Day Program
- Sheltered courses
- California Partnership Academy
- Multilingual Teacher Academy

**10. Have there been any changes in the student demographics and/or academic environment over the past three years?**

- Added remedial/tutoring work, particularly reading and math [9 of 43 comments/21 percent]
- Added AP courses [8/19 percent]
- Added/increased various courses including English and math [6/14 percent]
- Adopted/received funding for new school-wide program [6/14 percent]
- Aligned core subjects/added new courses to meet state standards [6/14 percent]
- Boundary changes resulted in increase enrollment/diversity/LEP population/SES variation [5/12 percent]
- Other comments [3/7 percent] (increased class size in science and social studies; block scheduling; high foster are student population).

**11. How would you describe the academic atmosphere of your school?**

- Good/forward moving/progressing [17 of 39 comments/44 percent]
- Rigorous/challenging [12/31 percent]
- Average/average for continuation school [6/15 percent]
- Low/varies [2/5 percent]
- Using school-wide goals [2/5 percent]

Sample comments

- In the past years, stakeholders had average expectations. That feeling is changing. Higher expectations for staff and students is the current trend. Much of this is due to the CAHSEE and API.
- We are a continuation high school for high risk students. Very little parental involvement but are developing curriculum to assist students passing the CAHSEE.
- Student motivation is not as great as it could be; rigor of the curriculum is increasing, parent involvement is low, but increasing.
- Forward movement toward student achievement in all areas. Staff is energetic and committed to student learning. Students are motivated. Parent involvement could be improved.
- District-wide performance goals have been adopted by Board as graduation requirements. The achievement bar has been raised and staff is working to develop support systems to help students.

**12. How would you describe efforts across your school's faculty to support the ELA and math teachers who must implement the CAHSEE standards?**

- Improving level of support/using teamwork/professional development across faculty [14 of 37 comments/38 percent]
- Good/positive support [11/30 percent]
- Outstanding support/tremendous buy-in [7/19 percent]
- Varies [2/5 percent]
- Reading is priority for all teachers [2/5 percent]
- No support [1/3 percent]

**Sample comments**

- A lot of support. However, students are still ill-prepared. Staff spend 5–10 minutes 3 times weekly in all classes teaching math test prep materials. English teachers have PM classes for assistance to students.
- Every department has been made aware of the math and ELA standards tested on the CAHSEE. Each department identified standards they would reinforce in its content area.
- Our district has provided encouragement, focused workshops and resources to move toward standards.
- All instructional staff support the English-language Arts and math program and several (including PE) are willing to do cross-curricular re-enforcement of the ELA and math standards in their own curriculum.
- We have many things to think about here - SAT-9, AP, IB, Golden State, LEP testing and CAHSEE. The school district offers generous help through department heads to assist teachers with CAHSEE standards. This effort continues to pick up steam.

**23. What was your reaction to your students' performance on the Spring 2001 CAHSEE?**

- The largest number of responses indicated their schools took the test seriously/put forth excellent effort/were very focused on the 2001 CAHSEE. [7 of 32 comments/22 percent]
- Many other comments mentioned certain student populations (e.g., EL, at-risk, college prep, low reading) as related to the 2001 CAHSEE results. [6/19 percent]
- Some comments can be summarized as feeling there was not a great expectation that the 2001 CAHSEE scores would be very revealing. [3/9 percent]
- The remaining were isolated comments. [16/50 percent]

**24. Describe what you think about the CAHSEE individual and group score report.**

- Clear/understandable/user-friendly/well done/useful [11 of 34 comments/32 percent]
- Okay/fine/helpful [9/26 percent]
- Turnaround time too long [8/24 percent]
- Confusing/needs to be clearer/needs workshop to clarify [4/13 percent]
- Not seen/NA [2/6 percent]

**Sample comments**

- Report is clear and understandable, helpful data to plan for HSEE classes. With useful information for teachers and counselors.
- Individual score reports were easy to understand and explain to students and parents. Group scores were sufficient. Scores need to arrive in more timely manner.

- The individual and group reports are clear, concise, and easy for parents and students to understand. Timeliness of reporting scores is critical as summer remediation programs/summer school will focus on students' improving deficiencies.
- I can read them but some parents find them difficult. The timeliness is about as good as we can hope for on a statewide test.
- We get the same data from our SAT/9 STAR results. How many ways can the state tell us our students underperform! How much \$ can the state spend giving us this information!

**38. What plans or strategies do you and your faculty/staff have to prepare for Individual Education Program (IEP) or 504 Plan changes that will address the participation of a student with a disability in the CAHSEE? At what stage are you in implementing these?**

- Follow state guidelines/district policy [10 of 48 comments/21 percent]
- Strong IEP-504 process/inform parents of requirement/building CAHSEE accommodations into IEP-504 [7/15 percent]
- Have a plan/starting to work with special education teachers [6/13 percent]
- Staff development to ensure understanding of IEP-504 [5/10 percent]
- No plan/not addressed [5/10 percent]
- Coordinator/counselor assigned [5/10 percent]
- Software/tutoring/remedial work on basic skills [4/8 percent]
- No IEP students [4/8 percent]
- Work one to one with students [1/2 percent]
- Mainstreaming more students [1/2 percent]

**Sample comments**

- Consistent with state guidelines. We will look at each individual student. Provide individual tutoring/instruction.
- Focused staff development will be combined to insure that teachers understand all rules/regulations regarding IEP and 504s.
- Parents are informed of graduation requirements and CAHSEE requirement at IEP meetings. Alternative diplomas are being explored for students who do not pass exam or meet requirements. Software programs are used to review basic skills.
- At this site, we provide assistance to students with special needs by implementing the accommodations allowed by the state. This includes audio/CDs for both math and language arts. Also, students are allowed to use a calculator. These provisions are stated in the IEP only for students who require the accommodations listed above and whose disability requires these accommodations on a daily basis.
- We are at the beginning stages of implementing this section. We are working closely with our special education teachers.
- I must admit to some confusion from the last minute direction regarding special education students and the CAHSEE. My understanding is that any accommodations that we make for IEP or 504 plans cannot change the construct of the test. We allowed extra time, more private testing situations, and a trained reader.

**39. What plans or strategies do you and your faculty/staff have to help English learners (EL) overcome language barriers so they can succeed in meeting the requirement of the CAHSEE? At what stage are you in implementing these?**

- Special academic work/programs/tutoring/summer school [15 of 47 comments/32 percent]
- No/few EL [9/19 percent]
- Have a plan/starting to implement a plan [4/9 percent]
- No IEP students [4/9 percent]
- Staff development [3/6 percent]
- No plan/not addressed [3/6 percent]
- ESL teachers handle [3/6 percent]
- Tracking progress/assessing to reclassify to Fluent as soon as possible [2/4 percent]
- Work one to one with students [1/2 percent]
- Follow state guidelines/district policy [1/2 percent]
- Portfolio assessment productive [1/2 percent]



- Use CELDT results to inform [1/2 percent]

Sample comments

- We plan to reduce our program to specific instructional units that provide more support for ELL students. This program will include tutorials, expanded opportunities to complete assignments, more integration of units across departments and additional staff development opportunities.
- Develop comprehensive ELL program to meet the content standard.
- Our EL students in ESL classes must pass all ELD standards from ESLIA onward. The portfolio assessment has been very productive.
- This is the first year that we have had CELDT identified EL students. Our plans for next year will have to have them follow the district plan for EL students. For us, this will mean placing students with CLAD certified teachers and, in many cases, providing a reading or language development class in addition to the assigned English class.
- Administered CELT for first time this year. Assign administrator to oversee implementation of curricular and instructional strategies for identified ELL students.
- Students who are enrolled in our district but have been in the country less than 12 months are eligible to attend a school where they are immersed in English. At the comprehensive site, each ELD II student is also enrolled in an ELD reading class. Students in ELD III are also enrolled in a mainstream English class.

**40. Please describe any specific challenges you feel your school and students face in successfully meeting the requirements of the CAHSEE. [NOTE SLIPPED BULLETS HERE AND THERE THROUGHOUT THIS SECTION]**

*Academic Issues* [15 of 37 comments/41 percent]

- Inadequate preparation/assisting special education students

Sample comments

- Being a continuation school, students referred to us have already tried and failed courses—tests in referring school. The challenge would be to surmount the deficits created in previous 2-3 years of traditional HS failures—and get students skilled/knowledgeable to pass the CAHSEE.
- Many of our students are arriving with a sub-grade reading level. This ranges from 2nd grade to 6th grade. Additionally, 40 percent of our school student body are English language learners. Success on the CAHSEE is dependent on (1) literacy, (2) language proficiency, and (3) math preparation through algebra 1. Number 3 cannot occur if 1, 2, or both are not met.
- Poor attendance and lack of reading skills are a major problem for continuation schools.
- (1) Low reading scores for the majority of our student; (2) Language barriers; (3) our enrollment includes 1,450 LEP students (Limited English Proficiency) and 450 special education pupils (44 percent of our total enrollment for both categories).
- Literacy is a challenge. We are working diligently to improve reading as well as math skills for incoming students. We have implemented Accelerated Reader and Math programs, school-wide Sustained Silent Reading, tutoring, and summer literacy and math camps.

*School/District/State-Related Issues* [13/35 percent]

- Articulation/small school constraints/teacher motivation/scheduling/raising expectations/identifying interventions to use to help failing students/too much testing

Sample comments

- Increased articulation with the 37 middle schools that send us students.
- The greatest challenge to face us is the large number of teachers who are mentally retired and our inability to remove them from the classroom.
- Conflicting information from CDE on CAHSEE.
- I continue to believe that with students never having to meet any standard for progress from K through 8th grade and suddenly telling them that they must pass a standards-based exam to graduate from high school puts a tremendous burden on them.

*Behavior Issues* [9/24 percent]

- Low student motivation/lack parent support/high mobility/poor attendance/

Sample comments

- Student motivation and attitude
- Cultural shift: "Education" the title is important but the motivation to achieve is minimum.

- Being a continuation school, students referred to us have already tried and failed courses—tests in referring school. The challenge would be to surmount the deficits created in previous 2-3 years of traditional HS failures—and get students skilled/knowledgeable to pass the CAHSEE.

**41. Please describe any specific benefits for your school and students that you feel are associated with the requirements of the CAHSEE.**

*Helps focus instruction/curriculum based on standards* [12 of 42 comments/29 percent]

- Teachers have modified their teaching style to address the state and district standards instead of just providing students with information. More follow-up and monitoring is being done.
- It helps keep all of us focused on the standards. Although I think the standards tests associated with STAR are more useful because they are course specific.
- I think the CAHSEE has served to standardize our curriculum District-wide. When fully implemented, it will most certainly provide a standardized and rigorous curriculum for ALL students.

*Provides statewide/common standards for all California students* [8/19 percent]

- I like that all California students must pass the same test to get a diploma.
- There is one test state-wide that all students must pass.
- CAHSEE has forced our district and site to develop a comprehensive plan to service and serve our deficient students.

*Raises academic achievement level for all students/added rigor* [7/17 percent]

- Raises the academic achievement level for all students.

*Accountability* [6/14 percent]

- Holds students, parents, and teachers accountable.
- Individual students have accountability with the CAHSEE.

*No benefit* [4/10 percent]

- There is no benefit. Students are unable to test properly. Too many transients, ELD, and I don't care attitude. This applies to about 5 percent of students. This population is also the population that causes classroom disruptions.
- None. More time spent away from quality teaching and learning.

*Motivates students* [3/7 percent]

- This is the one test that motivates our students since they feel it has a direct bearing on them.
- Motivate students to improve classroom performance in order to pass CAHSEE. In late April the state board decided to replace in 2003 the SAT-9 with the CAT. ETS also develops the CAHSEE. This will better correlate state and district standards with the test—an improvement central office and staff have been pressing for since 1999.

*Other comments* [2/5 percent]

**42. Please write any comments about other factors specific to your school that are influencing preparation for or performance on the CAHSEE**

*Sample of 32 Quite Disparate Comments*

- Mobility factor, 95 percent minority, 44 percent LEP/special education; large urban high school.
- Test should be given on Saturdays—too much time away from instruction.
- The amount of required testing (STAR, CAHSEE, GSE, SAT, ALT, ASVAB, CLOT, SABE, etc.) during the school and especially second semester is RIDICULOUS.
- Diverse student population which is impacted by polarization of an entrenched faculty.
- Economically disadvantaged face grave problems taking CAHSEE. It's hard to catch up a person who is 6 years behind on an average.
- The stress level for students who have failed the test a second time will be difficult to address. I think students will simply give up after the third or fourth failure.
- Parent information and involvement are critical. Any supplementary material to assist with parent and community involvement strategies will help. Web-based tutoring and training made available to the student will also help.
- Only able to take test 2 times a year rather than when the student is ready to graduate. This is going to be a BIG problem for continuation and alternative schools.
- We foresee many drop-outs in alternative ed.

- We have a 10 percent Special Education population and a 5 percent English learner population. Our challenge is to prepare these students for the CAHSEE. Also, Special Education parents are upset that their students must pass the CAHSEE in order to receive a high school diploma.



## **APPENDIX F**

### **Teacher Comments—Spring 2002**

CAHSEE LONGITUDINAL SAMPLE SURVEYS SPRING 2002—CONTENT ANALYSIS

English-Language Arts Teachers [73]

3. **Are you certified in your primary subject area?**
  - 2 other responses: history; social sciences
4. **Including the 2001-2002 school year, how many years have you...**
  - ...been a teacher*—average=13.8 years
  - ...been a teacher in your primary subject area*—average=12.2 years
  - ...taught in your present school*—average=7.9 years
6. **What is your average enrollment per class period this year?**
  - 22.6 students
8. **Think about the level of preparation that students in your classes have in your E-LA for proficiency on the CAHSEE. Estimate the overall percentage of students in each of the following categories:**
  - Excellent E-LA preparation*—average=15.3 percent
  - Good E-LA preparation*—average=34.3 percent
  - Fair E-LA preparation*—average=24.6 percent
  - Poor E-LA preparation*—average=22.4 percent
14. **Comments about “What was your reaction to the performance of students in your school on the Spring 2001 CAHSEE?”**

Sample comments

  - We have many limited English students who improve but still struggle.
  - Students seemed confident that they had done well and were well prepared.
  - We have recently added more than 400 students to our population base, the testing conditions were terrible.
  - Most students passed as freshman.
  - The 9th graders who seek learning in all areas seemed to pass. Lazy or slow learners did not.
  - We've worked diligently to increase skills.
  - I read all my students' essays—many off-topic—and thought that your standards were too low. Some students who passed should NOT have.
  - Grading was too easy (essay).
  - I was shocked some students passed considering I feel their writing ability is way below average.
  - This year they tested in homerooms with fewer distractions and unknowns.
  - There had been many gloom and doom predictions from the district.

**22. Please describe any specific changes you made in the 2001-2002 school year to your classroom instructional practices based on influences you attribute to the CAHSEE.**

*Test Taking Practice/Sample Items* [19 of 63 comments/48 percent]

*Increased Specific Areas—vocabulary, grammar, language mechanics, non-fiction* [12/19 percent]

*Increased Reading/Comprehension Practice* [8/13 percent]

*Increased Writing/Essay Practice* [8/13 percent]

*Focused on Standards* [8/13 percent]

*Little or No Change* [8/13 percent]

**23. Please describe any specific changes you plan to make in the future to your classroom instructional practices based on influences you attribute to the CAHSEE.**

*Depends on Results* [11 of 56 comments/20 percent]

*Focus on Standards* [10/18 percent]

*Test Taking Practice/Sample Items* [9/16 percent]

*Increase Writing/Essay Practice* [8/14 percent]

*Increased Specific Areas—vocabulary, grammar, language mechanics, non-fiction, analysis of Literature* [6/11 percent]

*Increased Reading/Comprehension Practice* [5/9 percent]

*Provided Remediation/Tutoring/More Review/Review Course* [3/5 percent]

*Altered Curriculum/Cover Basics* [3/5 percent]

*Little or No Change* [1/2 percent]

**26. Please describe any specific challenges you feel your school and students face in meeting the requirements of the CAHSEE?**

*Weak Academic Foundation* [20 of 65 comments/31 percent]

*EL and Special Needs Students* [16/25 percent]

*Provide Remediation/Focus on Basics/Standards* [10/15 percent]

*Poor Attendance/Poor Parental Attitudes* [5/8 percent]

*Apathy about CAHSEE/Low Motivation* [5/8 percent]

*Too Much Testing* [5/8 percent]

*What to do with Non-Passers* [4/6 percent]

**27. Please describe any specific benefits that you feel are associated with meeting the requirements of the CAHSEE?**

*Standard Across the State/Credibility of Diploma* [9 of 40 comments/48 percent]

*Sense of Accomplishment* [8/20 percent]

*Accountability* [7/18 percent]

*Raises the Standard* [6/15 percent]

*Motivation* [6/15 percent]

*Provide Good Skills* [4/10 percent]

**28. Please write any comments about other factors specific to you, your classes, or your school that are influencing preparation for or performance on the CAHSEE.**

*Economic/Community/Parental Factors* [16 of 28 comments/57 percent]

*Weak Academic Foundation* [5/18 percent]

*El and Special Needs Challenge* [3/11 percent]

*Need More Focus on CAHSEE* [3/11 percent]

**2-5. Please write any comments, specific to your district, schools, and students, about the E-LA content standards, the CAHSEE, and opportunities for students to learn the content addressed by the standards.**

*43 Respondents provided comments—many with multiple parts*

*Inhibiting Factors to Success* [10/23 percent]

- Unfortunately, our school has a large mix of English language learners and students from lower socio-economic groups. This factor inhibits the instruction of the state standards at times because the teachers have to focus on the basic tenets of the English language. [4/9 percent]
- Many of us feel frustrated by factors affecting pedagogy such as: 1)over testing 2) the unwieldy nature of the standards (there are too many of them; they run a gamut from the trivial to the nearly unattainable) and the eternal lack of time to analyze testing data with colleagues in a collaborative effort to align instruction, standards and assessments—particularly across curricular borders—with literacy skills and technology/research skills.
- Teachers need MORE and BETTER professional training in the following areas: grammar, strategies for persuasive essays, and generating appropriate research questions. Teachers need \$40/hr MINIMUM to stay after school for training. We need professional development days BACK IN school calendar - funded by the state. MORE COMPETENT teacher trainers.
- More curriculum could be taught that is related if the English Dept. weren't responsible for taking time out for things like picture taking. We are also responsible to teach a health unit. If class sizes could be kept between 22-25 students, there would be more time to teach writing and editing which are weak areas. The English Dept. sees all the students and time-consuming activities are placed on the department that consume valuable time.
- Being a continuation school, however, means we enroll new students weekly. Some students could be enrolled in our school for as little as a couple of weeks when they take the CAHSEE test. We can't possibly teach all the standards all the time, so it's hit and miss.
- I am teaching to the standards but most of our student population is so far below grade level that I am dealing with content standards on a rudimentary level. these students need so much remedial instruction.
- Our district does not provide district-wide training on the CAHSEE. The information that I have obtained from the district is the information issued from the state. Our district does recognize that we have low test scores in reading, and they now require a reading program at each school, effective the spring of 2002. Our district is purchasing new English Language textbooks that will hopefully be aligned with the state standards. Prior to the adoption of the state standards, there was NO grammar required in the high school English classes pursuant to our district curriculum. Our English classes were literature and essay based.
- I believe that students have many learning opportunities, but I have begun to see that their retention is not very high.
- It must be recognized that even though the specific academics and language arts material is taught, the students have to want to learn and use this material.
- Many students cannot reach the higher levels of the standards.

*Standards-Based Instruction Positive* [9/21 percent]

- The English standards are reasonable goals for our students.
- The English–Language Arts content standard should be taught through the literature read in each grade level.
- We have spent a considerable amount of time aligning curriculum, standards, and CAHSEE. We have tried to match lesson plans to fulfill these requirements. We have a very cooperative administration and staff. [4/48 percent]
- Our site administration has made teaching the content standards a priority regarding both curriculum and instructional strategies.



- Our school district prides itself on following the state standards set for English.
- Our High School English Department, aided greatly by funding from the Kern Educational Partnership (a CAPI project) met for several months last summer to align its courses of study explicitly with the content standards. This process probably did more to increase “opportunities for students to learn the content addressed by the standards” than any other workshop.
- It's a very good idea to have state standards. The problem now is having the time to align our curriculum to the standards. Most teachers will teach what they are directed to teach; the problem is deciding how and when the students will be taught.
- My school and district have worked a lot to integrate standards on all levels of English. We are showing some success as well. I think having standards is great. It pushes the student and teachers and contributes to receiving and giving a better education.
- As district teachers we have spent two years working to (1) rewrite the district standards to be in alignment with state content standards, and (2) re-write course outlines to align each course with the new district standards. Teams of classroom teachers from each grade level (and curriculum) were involved in all phases of the project. New standards have been published, made available to parents and public, and are constantly in the forefront of our planning. We have held inservice workshops on critical questioning and lesson development based on standards. Packets of lesson materials are available to teachers in all grade levels. We are encouraged to have standards being addressed, posted, and visible daily. Administrators have "pocket sized" cards with both content and teaching standards that they use for observation and evaluation purposes. We may not have perfected coverage of all standards, but we are making a valiant effort.

*CAHSEE Problem* [7/16 percent]

- I do not believe the CAHSEE is the proper assessment [for the content standards].
- I like the old “WRITE” test better than the CAHSEE. I think the two writing samples of the old “WRITE” test where the students drew from personal experience and had more “free response” opportunity worked better; plus, the topics dealt more with real life experiences rather than literary analysis.
- Several of these standards are not touched upon until the junior year of English: (3.12) The historical approach is covered during a student's junior year (senior year also). Junior year is American Literature. Freshmen and sophomores are made aware of historical significance; however, they do not ANALYZE, through writing, but the historical aspect is discussed. (1.5) The majority of students in grades 9 and 10 are not capable of "synthesizing" information from the multitude of sources required by this standard. This can be found most likely in 9th and 10th GATE. (2.4) This standard is also far too encompassing for a 9th or 10th grade student. These students can structure ideas and arguments, but most generally they cannot "appeal to logic through reasoning" or "address readers' concerns, counterclaims, biases and expectations."
- The concept of pass the CAHSEE or get no diploma seems to forget the whole idea of multiple intelligences. You are making vital life decisions based on only a few of the intelligences.
- I feel we are heavy on testing at this time and need to eliminate something in favor of more instructional time. This year 45 of my students worked at home independently for the better part of a week while I administered the CAHSEE to 15 tenth graders. I had to wonder if that was the best use of instructional time. We have so precious little as it is.
- There seems to be STILL a discrepancy in the way the information is taught or presented AND in how they are tested on the CAHSEE.
- The CAHSEE seems to make an attempt at holding the bar pretty high to earn a high school diploma, but it is still not an accurate measurement of how the students learn or what they have learned. The CAHSEE is simply another measure to segregate those who are good test takers from those that are not.

*CAHSEE Positive* [5/12 percent]

- Teachers need standard based high school exit exams as support in our campaign to improve education in the public schools. Students and their parents must become aware of minimum standards acceptable for being effective citizens and workers in our society. Parents must be alerted when their students are not reaching grade goals. [2]
- I sincerely believe that the CAHSEE will improve standards by making our teaching role clear to all teachers and by making the level of learning required to be functional to our students. The CAHSEE will increase student opportunity to learn and also increase student motivation to learn because the standards of learning will be clearly defined by the exam.

- Way too many students enter my 9th grade classes who do not know how to write a complete sentence, complete paragraph, or an essay. They do not know which their/there/they're to use, or possess other basic writing skills. I welcomed the state standards and CAHSEE.
- I am excited about the challenge of better meeting my students' needs. This tool (CAHSEE) may have many positive outcomes (after initial "growing pains" I'm sure)! ... I am very relieved...that this same instrument ultimately holds them responsible for learning, leading to potentially more of a partnership in education!

*Suggestions to Help teachers [5/12 percent]*

- What would help me, as a new English teacher, would be specified techniques to teach the specific writing strategies you just listed—not just in a multiple choice format, but as an approach that would improve students' writing.
- I would like to see more state sanctioned prep materials. Often you may teach material in one way and it is tested in another way. I would like to see more coordination between SAT-9 and CAHSEE. Many of the types of questions overlap but many do not. It can be difficult deciding where to focus one's efforts. I would like to see more classes offered (summer school, after school, Saturday) to students who have not passed the test.
- One missing component in the introduction of the CAHSEE and the required changes in curriculum is time for teachers to meet to plan, create, and implement new lessons. The shift from assigning writing to directly teaching writing is an enormous one. Few teachers have models of how to teach writing other than the traditional assign the task and then evaluate. This curricular requirement, directly teaching writing—is the most positive possible effect of the CAHSEE; however, few schools or districts are prepared to make the changes.
- I see that our teachers will need in-service training in the specific standards assessed. Currently, the staff sees the need for remedial classes to both prepare and support the students.
- Seventy per cent of students enter high school lacking the content standards for 5th through 8th grades. Ninth, 10th, 11th and 12th grade standards cannot be taught without mastery of prior standards. Teachers need to be assisted with designing and implementing a curriculum that fills in the gaps. Translating the standards into objectives is not an easy task. Teachers could do it, given enough time, but we don't have the time. Why not state the content standards in terms of objectives? Why not create grade level pretests to see if students are prepared for the content standards for the grade being entered? These steps would allow the teacher's creative energies to be devoted to presentation, to differentiated instruction, to parent contact.

*CAHSEE Administration [1/2 percent]*

- I would like to see students able to complete the whole language arts section in one day so that if they are absent the next day they can at least get credit for having completed one part.

CAHSEE LONGITUDINAL SAMPLE SURVEYS SPRING 2002—CONTENT ANALYSIS

Mathematics Teachers [77]

3. Are you certified in your primary subject area?

- 4 other responses: technology; physical science; social studies; multiple subjects

4. Including the 2001-2002 school year, how many years have you...

...been a teacher—average=13.8 years

...been a teacher in your primary subject area—average=11.4 years

...taught in your present school—average=6.8 years

6. What is your average enrollment per class period this year?

- 24.6 students

8. Think about the level of preparation that students in your classes have in your E-LA for proficiency on the CAHSEE. Estimate the overall percentage of students in each of the following categories:

*Excellent math preparation*—average=24.6 percent

*Good math preparation*—average=13.7 percent

*Fair math preparation*—average=21.5 percent

*Poor math preparation*—average=25.8 percent

14. Comments about What was your reaction to the performance of students in your school on the Spring 2001 CAHSEE?

Sample comments

- Students thought that it is voluntary and they have to take it again.
- I had no expectations. I don't understand the factors, which at my school are complex.
- I know what my student's ability is. / I know what our students know!!!
- We're a low performing school with high rate of transfer.
- They don't care -- yet! / Not aware of its significance.
- Considering the percent needed to pass, I expected more to pass.
- Not all freshmen took the test - lack of motivation.
- Academic students passed, non-academic students did not. Long time block resulted in low interest for non-academic students.
- 9th graders couldn't be prepared - most were in pre-algebra.
- Administration of test was not organized well.

22. Please describe any specific changes you made in the 2001-2002 school year to your classroom instructional practices based on influences you attribute to the CAHSEE

*Test Taking Practice/Sample Items* [22 of 57 comments/39 percent]

*Focused on Standards* [9/16 percent]

*Provided Remediation/Tutoring/Repetition/7<sup>th</sup> Grade Math* [7/12 percent]

*Altered Curriculum/Order of Topics* [5/9 percent]

*Little or No Change* [14/25 percent]

23. Please describe any specific changes you plan to make in the future to your classroom instructional practices based on influences you attribute to the CAHSEE.

*Test Taking Practice/Sample Items* [14 of 50 comments/28 percent]

*Provide Remediation/Tutoring/More Review/Review Course* [10/20 percent]

*Focus on Standards* [7/14 percent]

*Depends on Results* [4/8 percent]

*Altered Curriculum/Cover Basics* [3/6 percent]

*Little or No Change* [12/24 percent]

**26. Please describe any specific challenges you feel your school and students face in meeting the requirements of the CAHSEE?**

*Weak Academic Foundation* [11 of 40 comments/28 percent]  
*Provide Remediation/Focus on Basics/Standards* [8/20 percent]  
*Apathy about CAHSEE/Low Motivation* [6/15 percent]  
*Poor Attendance/Poor Parental Attitudes* [6/15 percent]  
*EL and Special Needs Students* [4/10 percent]  
*What to do with Non-Passers* [3/8 percent]  
*Too Much Testing* [2/5 percent]

**27. Please describe any specific benefits that you feel are associated with meeting the requirements of the CAHSEE?**

*Accountability* [7 of 27 comments/26 percent]  
*Sense of Accomplishment* [5/19 percent]  
*Stronger Math Foundation* [5/19 percent]  
*Raises the Standard* [3/11 percent]  
*Motivation* [3/11 percent]  
*Standard Across the State/Credibility of Diploma* [2/487]  
*More Ready for College* [2/7 percent]

**28. Please write any comments about other factors specific to you, your classes, or your school that are influencing preparation for or performance on the CAHSEE.**

*Economic/Community/Parental Factors* [9 of 14 comments/64 percent]  
*EL and Special Needs Challenge* [3/21 percent]  
*Weak Academic Foundation* [2/14 percent]

**3-5. Please write any comments, specific to your district, schools, and students, about the mathematics content standards, the CAHSEE, and opportunities for students to learn the content addressed by the standards.**

*27 Respondents provided comments—many with multiple parts*

*Standards-Based Instruction/Aligned Curriculum Positive* [9/33 percent]

- The standards are valuable in that they provide clear guidance for teaching math and it appears that, because of CAHSEE, students are taking the test seriously. I expect this situation to improve as math teaching is improved in the primary grades.
- If the standards are taught, students should not have a problem with the CAHSEE.
- I feel that the majority of students in our school and district are given the opportunity to learn the content addressed by the standards. However, being given the opportunity and taking advantage of the opportunity are two different things.
- Students must take a year of geometry and first year algebra. They must successfully complete these classes to graduate from our high school. 2001-2002 is the first year our school did not offer a "pre-algebra" class. All students, even those who failed math 8 or math 9 had to enroll in an algebra class. The exceptions were students who successfully completed Algebra lab.

*Inhibiting Factors to Success* [8/30 percent]

- In my opinion, parents should become involved in their children's education. They should check their homework and make sure students perform their assigned tasks.
- Some students are just not intrinsically motivated to learn, especially in their early years of high school. By the time they realize how important the content is that their teachers have been trying to teach them all these years, it is too late. We also have other factors in our district that have attributed to low overall test scores in the past. Such as, low socio-economic families, high levels of ELL, and non-English speaking students and families, and specific to our school—a high level of special education students. All of these factors could definitely contribute to our student's performance of the CAHSEE.
- ...students are unmotivated and lack parental participation.

*Mathematics Curriculum Problem* [4/15 percent]

- ...we must teach basic math skills and rarely get past understanding variables. Students come to us because they cannot do basic math and have dropped out of those classes and regular schools. We are dealing with standards for elementary grades. We offer and are prepared to teach HS standards but rarely have students who come prepared to succeed. Also student attendance is very poor (which is why they are [illegible] so continuity of instruction is impossible.
- In a community school program mathematics courses are not offered.  
*CAHSEE Problem* [3/11 percent]
- My only comment refers to a passing score vs. a non passing score and how these are calculated. My present understanding is that there is a minimum score that must be achieved on each of two tests. A student passes the CAHSEE only if both scores are equal to or above the minimum on each test. It is my opinion that there should be a second possible passing option; that of a minimum combined score of the two tests. The school system nor the student has failed if preparation for success in the job market or success in higher learning institutions has been achieved. Oftentimes it is possible for an individual to succeed in an endeavor which requires either math or English more strongly than the other. If a student's skills are in unison with this requirement, they may be properly prepared for success in this specific endeavor. By placing absolute minimum scores for both tests and not granting diplomas based on this, we may be barring a group of students from later successes which have, heretofore, never been barred from success by either their skills or artificial minimum standards.
- I feel this test does discriminate against poor test takers. There should be more than a project or something hands on. Some students can better show their knowledge through explanation.
- How can we call a test which covers middle school math an "exit" exam? Call it what it is - an entry exam.  
*CAHSEE Positive* [3/11 percent]
- I think having the CAHSEE is very effective. We will have more students who will graduate ready [for] college since they were tested in all the standards that need to be known in high school. Dropout kids' number will decrease. The challenges we are having are to make sure that these kids are well prepared for these tests. This can be done by having new classes in Math for remediation and preparation. Tutoring will help, too! I agree strongly with the CAHSEE. Students must be prepared to succeed in colleges and this is a way to do it.
- It is good to take the CAHSEE during the sophomore year. This gives the chance for the freshmen to take all of Algebra before taking the exam.